

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Update from partners regarding adolescent literacy plan for Kentucky

Applicable Statute or Regulation:

KRS 158.645 Capacities Required of Students in the Public Education System, KRS 158.6451 Legislative Declaration on Goals for Commonwealth's Schools, 704 KAR 3:304 Required Program of Studies, 704 KAR 3:305 Minimum High School Graduation Requirements, KRS 158.6453 Assessment of Achievement Goals, KRS 164.0207 Collaborative Center for Literacy Development, NCLB Reading First

History/Background:

Existing Policy. A Kentucky Board of Education priority is adolescent literacy. The purpose of this review item is to provide the KBE with an update on the Kentucky Striving Readers grant, as a part of our Adolescent Literacy Plan. The presentation by key partners in the grant is to prepare Board members for decisions as they move forward with implementation of systemic literacy initiatives and future budget recommendations.

The Kentucky Striving Readers Grant—The Kentucky Content Literacy Consortium (KCLC)

In December of 2007, the KBE heard its first report from the KCLC partners. The grant is now in its third year of implementation. The second year report from the KCLC partners has been completed for the U.S. Department of Education, and a plan to share highlights from that report is scheduled to be presented at the February KBE meeting. Updates on the Kentucky Adolescent Literacy Plan are a component of the state work plan, and this presentation serves as one of the partner updates for the KBE.

Background on the KCLC partnership:

- Kentucky is one of eight sites nationwide that received a Striving Readers Program grant from the U.S. Department of Education that is focused on adolescent literacy and improving student achievement.
- The Kentucky Content Literacy Consortium (KCLC) consists of 23 rural middle and high schools.
- Participating schools are implementing two complementary literacy initiatives: schoolwide training in literacy and reading intervention for the most struggling students.
- The Danville Independent School District is the primary manager and fiscal agent for the Striving Readers project. The Consortium consists of seven school districts involving 23 middle and high schools and partnerships with the Collaborative Center for Literacy Development, the University of Louisville, the Collaborative for

Teaching and Learning, the U.S. Department of Education and the Kentucky Department of Education.

- The grant uses a literacy coach model with each school having a coach who receives training in how to support teachers in the use of schoolwide literacy strategies. These coaches also serve as the reading intervention teacher for those students in the 6th and 9th grades who are identified as being two or more grade levels behind in reading. Through the grant, the coaches have the opportunity to earn a K-12 Reading/Writing Endorsement as Reading Specialists.
- The grant provides teacher training to staffs at both the middle school and high school levels to integrate enhanced literacy instruction across the curriculum.

While this grant is a federally funded research grant, we believe that the model itself is one that has the potential to be modified and implemented across the state to meet the literacy needs of middle and high school students. The partners will be sharing data and lessons at the February meeting for the KBE to consider in widening the scope of the work as a part of the state plan for adolescent literacy.

Impact on Getting to Proficiency:

As a result of implementation of a statewide adolescent literacy plan, the impact on teacher preparation and professional growth support students from early childhood through high school graduation. Through statewide literacy partnerships, the impact of teacher professional growth opportunities is measured by external evaluators and informs the direction of future professional growth experiences. Literacy initiatives that are being implemented both internally through the Kentucky Department of Education staff and with collaborative partners across the state have a strong impact on enabling students to reach proficiency in literacy.

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Date:

February 2009